



## St. Paul Elementary

9297 Alex Harvin Highway  
Summerton, SC 29148

<b>Grades</b>	3-6 Elementary School	
<b>Enrollment</b>	242 Students	
<b>Principal</b>	Rosa T. Dingle	803-478-2286
<b>Superintendent</b>	Dr. Rose H. Wilder	803-485-2325
<b>Board Chair</b>	Ms. Wanda Thomas	803-410-3239

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Average</b>
2011	Average	Average
2010	Average	Average
2009	Below Average	At-Risk
2008	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

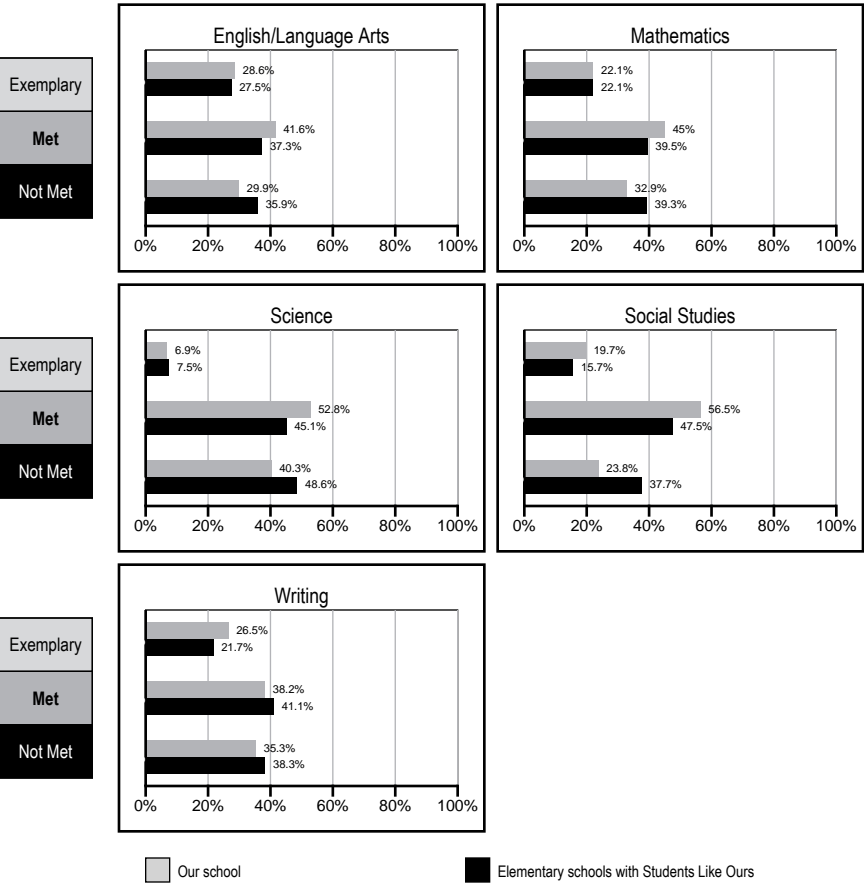
99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	12	95	50	20

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=242)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	Down from 1.1%	1.3%	1.0%
Attendance rate	98.1%	Up from 96.3%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=10)</b>				
Teachers with advanced degrees	90.0%	Up from 83.3%	63.0%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	81.0%	Up from 78.9%	85.5%	88.7%
Teacher attendance rate	99.0%	Up from 98.1%	95.3%	95.1%
Average teacher salary*	\$40,588	Down 5.3%	\$45,151	\$47,210
Professional development days/teacher	3.4 days	Down from 26.3 days	9.8 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 17.9 to 1	18.1 to 1	20.0 to 1
Prime instructional time	96.2%	Up from 93.3%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,067	Down 5.4%	\$8,308	\$7,247
Percent of expenditures for instruction**	64.1%	Up from 56.2%	66.4%	68.2%
Percent of expenditures for teacher salaries**	61.6%	Up from 50.2%	63.3%	65.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

The 2011-2012 school year was an awesome year for our students, faculty, and staff. St. Paul Elementary School was one of five schools in South Carolina to be selected to host site visits to demonstrate the process of implementing Response to Intervention in grades 3rd -6th. The purpose of Response to Intervention is to provide all students with the best opportunity to succeed in school, identify students that need further assistance, and ensure students receive appropriate instruction and support. As a result of Response to Intervention, our students were afforded the opportunity to have more books in the classroom. Looping and Single-gender classes are "Best Practices" that have proven to be a success for our school. Looping is an educational practice in which a single graded class of students stays with a teacher for two or more years. Single-gender classes were implemented in 3rd, 4th, and 5th grade classes. Single-gender is a research-based program that facilitates achievement for all students.

Academically, we utilized the South Carolina academic standards as the driving force for instruction. Teachers worked with the University of South Carolina (USC) Education faculty throughout the calendar year. They attended an array of professional development, including site-based study groups to increase students' independent reading performance. Training seminars, educational conferences, and peer observation are a few examples of professional development opportunities that were provided. Teachers participated in a book study, *Igniting A Passion for Reading* by Steven L. Layne.

A variety of technology tools were utilized to supplement the learning process including V-Math; a computer-based program designed to strengthen math skills.

Each student received a yearly magazine subscription of their choice as a result of a \$5,000.00 anonymous donation via the Save the Children site. Our students also participated in the Pee Dee Region II Spelling Bee, Relay for Life campaign and a host of annual school events.

Finally, our 5th grade Washington, D.C. educational tour was a huge success. Our students toured The Dr. Martin Luther King Jr. National Memorial, The U.S. Holocaust Memorial Museum, The Washington Monument, The Smithsonian National Museum of American History, and took a trolley ride around Washington, D.C. exploring the historical sites.

Our vision, "Establishing and maintaining high expectations for all students", will continue to be our driving force as we continue to embark upon academic success for all students.

Rosa Dingle, Principal

Eric Caldwell, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	0	0
Percent satisfied with learning environment	92.9%	N/R	N/R
Percent satisfied with social and physical environment	100.0%	N/R	N/R
Percent satisfied with school-home relations	92.9%	N/R	N/R

\* Only students at the highest elementary school grade level and their parents were included.

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**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>77.4</b>
<b>Overall Grade Conversion</b>	<b>C</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

St. Paul Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.  
☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.  
☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.  
☐ Title I Priority School – one of the 5% lowest performing Title I schools.  
☒ Title I School – does not qualify as Reward, Focus or Priority School.  
☐ Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	4.3%	5.1%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.1%	94.0%*	Yes

\* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	648.5	635.0	612.1	624.1	97.1	100.0
Male	636.4	625.5	601.4	618.8	96.9	100.0
Female	659.8	643.8	622.3	629.0	97.4	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	647.0	632.9	609.6	622.9	97.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	608.5	590.1	569.6	588.3	80.6	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	647.2	633.6	607.8	623.6	98.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	636.2	632.2	601.5	652.2	97.1	100.0
Male	630.1	629.6	601.9	647.4	96.9	100.0
Female	646.7	636.6	601.0	663.9	97.4	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	636.2	632.2	601.5	652.2	97.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	581.0	585.2	570.0	602.0	80.6	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	634.0	630.5	601.5	649.7	98.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	64	93.8	17.2	43.1	39.7	82.8
	4	66	90.9	22.8	47.4	29.8	77.2
	5	54	100	28.8	53.8	17.3	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	55	94.6	21.2	26.9	51.9	78.8
	4	65	93.9	26.3	49.1	24.6	73.7
	5	73	100	32.4	48.5	19.1	67.6
	6	53	100	30.6	42.9	26.5	69.4
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	64	100	32.3	38.7	29	67.7
	4	66	95.5	28.3	46.7	25	71.7
	5	54	100	30.8	44.2	25	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	55	100	24.1	29.6	46.3	75.9
	4	65	100	42.6	49.2	8.2	57.4
	5	73	100	30.9	48.5	20.6	69.1
	6	53	100	32.7	51	16.3	67.3
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	32	100	60	36.7	3.3	40
	4	66	100	60.3	36.5	3.2	39.7
	5	27	100	37	51.9	11.1	63
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	26	100	36	56	8	64
	4	65	100	32.8	63.9	3.3	67.2
	5	37	100	44.1	38.2	17.6	55.9
	6	27	100	56	40	4	44
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	32	100	25	59.4	15.6	75
	4	66	100	36.5	52.4	11.1	63.5
	5	27	100	40	48	12	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	29	100	27.6	44.8	27.6	72.4
	4	65	100	18	73.8	8.2	82
	5	36	100	41.2	32.4	26.5	58.8
	6	26	100	8.3	62.5	29.2	91.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	55	100	22.6	52.8	24.5	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	71	100	35.3	38.2	26.5	64.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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